Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

Kindergarten	Grade 1	Grade 2
PO 1. Use pictures that convey meaning.	PO 1. Write **stand-alone text** that expresses a clear message.	PO 1. *Write **stand-alone text** that expresses a clear message.*
PO 2. Use pictures with **imitative text**, letters, or recognizable words to convey meaning.	PO 2. Incorporate details in pictures and text.	PO 2. Incorporate relevant details that give the text interest.
PO 3. Use labels, captions, or picture descriptors to expand meaning.		

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

Grade 3	Grade 4	Grade 5
PO 1. Express ideas that are clear and directly related to the topic.	*PO 1. Express ideas that are clear and directly related to the topic.*	*PO 1. Express ideas that are clear and directly related to the topic.*
PO 2. Provide content and selected details that are well-suited to audience and purpose.	*PO 2. Provide content and selected details that are well-suited to audience and purpose.*	*PO 2. Provide content and selected details that are well-suited to audience and purpose.*
PO 3. Use relevant details to provide adequate support for the ideas.	*PO 3. Use relevant details to provide adequate support for the ideas.*	*PO 3. Use relevant details to provide adequate support for the ideas.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

Grade 6	Grade 7	Grade 8
PO 1. Use clear, focused ideas and details to support the topic.	*PO 1. Use clear, focused ideas and details to support the topic.*	*PO 1. Use clear, focused ideas and details to support the topic.*
PO 2. Provide content and selected details that are well-suited to audience and purpose.	*PO 2. Provide content and selected details that are well-suited to audience and purpose.*	*PO 2. Provide content and selected details that are well-suited to audience and purpose.*
PO 3. Develop a sufficient explanation or exploration of the topic.	*PO 3. Develop a sufficient explanation or exploration of the topic.*	*PO 3. Develop a sufficient explanation or exploration of the topic.*
PO 4. Include ideas and details that show original perspective.	*PO 4. Include ideas and details that show original perspective.*	*PO 4. Include ideas and details that show original perspective.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 1: Ideas and Content
Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
High School
PO 1. Maintain a clear, narrow focus to support the topic. PO 2. Write with an identifiable purpose and for a specific audience. PO 3. Provide sufficient, relevant and carefully selected details for support. PO 4. Demonstrate a thorough, balanced explanation of the topic. PO 5. Include ideas and details that show original perspective and insights.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 2: Organization		
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Show a clear sense of coordination between text and pictures (e.g., a reader can readily see that they go together).	PO 1. Demonstrate sequencing or patterning in written text or storyboards.	PO 1. Organize content in a selected format (e.g., friendly letter, **narrative**, expository text). (See Strand 3)
PO 2. Consistently write left to right and top to bottom.	PO 2. Show a sense of beginning (e.g., *This is a story of…, One day…, My favorite food…*).	PO 2. Use beginning and concluding statements (other than simply "The End") in text.
PO 3. Space appropriately between words with some degree of accuracy.	PO 3. Write multiple sentences in an order that supports a main idea or story.	PO 3. Use signal words (e.g., first, second, third; 1, 2, 3) to indicate the order of events or ideas.
		PO 4. Use **transitional words** and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.
		PO 5. Write multiple sentences that support a topic.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 2: Organization Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. *Organize content in a selected format.* *(e.g., **friendly letter**, **narrative**, expository text).* *(See Strand 3)*	PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, lines of poetry). (See Strand 3)	PO 1. *Use a structure that fits the type of writing (e.g., letter format, **narrative**, lines of poetry).* *(See Strand 3)*
PO 2. Create a beginning that captures the reader's interest.	PO 2. *Create a beginning that captures the reader's interest.*	PO 2. *Create a beginning that captures the reader's interest.*
PO 3. Place details appropriately to support the main idea.	PO 3. *Place details appropriately to support the main idea.*	PO 3. *Place details appropriately to support the main idea.*
PO 4. *Use **transitional words** and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.*	PO 4. Use a variety of **transitional words** that creates smooth connections between ideas.	PO 4. Use a variety of words or phrases that creates smooth and effective transitions.
PO 5. Create an ending that provides a sense of **resolution** or closure.	PO 5. *Create an ending that provides a sense of **resolution** or closure.*	PO 5. *Create an ending that provides a sense of **resolution** or closure.*
PO 6. Construct a paragraph that groups sentences around a topic.	PO 6. *Construct a paragraph that groups sentences around a topic.*	PO 6. *Construct a paragraph that groups sentences around a topic.*

Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 2: Organization		
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.		
Grade 6	**Grade 7**	**Grade 8**
*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).* (See Strand 3)	*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).* (See Strand 3)	*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).* (See Strand 3)
PO 2. Develop a strong beginning or introduction that draws in the reader.	*PO 2. Develop a strong beginning or introduction that draws in the reader.*	*PO 2. Develop a strong beginning or introduction that draws in the reader.*
PO 3. Place details appropriately to support the main idea.	*PO 3. Place details appropriately to support the main idea.*	*PO 3. Place details appropriately to support the main idea.*
PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).	*PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).*	*PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).*
PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology)**.**	*PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology)***.**	*PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology)***.**
*PO 6. Create an ending that provides a sense of **resolution** or closure.*	*PO 6. Create an ending that provides a sense of **resolution** or closure.*	*PO 6. Create an ending that provides a sense of **resolution** or closure.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 2: Organization
Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.
High School
*PO 1. Use a structure that fits the type of writing (e.g., letter format, **narrative**, play, essay).*
PO 2. Include a strong beginning or introduction that draws in the reader.
PO 3. Place details appropriately to support the main idea.
PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).
PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose. (See R09-S3C1-06, R10-S3C1-06)
*PO 6. Create an ending that provides a sense of **resolution** or closure.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 3: Voice		
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Create pictures or text with distinctive personal style and originality.	PO 1. Create pictures and text that is expressive, individualistic, engaging, and lively.	PO 1. Show awareness of the audience through word choice and style. PO 2. Write text that is expressive, individualistic, engaging, and lively.

Concept 3: Voice		
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	*PO1. Show awareness of the audience through word choice and style.* *PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.*	*PO1. Show awareness of the audience through word choice and style.* *PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to topic and type of writing.* PO 3. Use language appropriate for topic and purpose.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

Grade 6	Grade 7	Grade 8
PO 1. Show awareness of the audience through word choice and style.	PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	*PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.*
PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	*PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.*	*PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.*
PO 3. Use language appropriate for the topic and purpose.	*PO 3. Use language appropriate for the topic and purpose.*	*PO 3. Use language appropriate for the topic and purpose.*
PO 4. Choose appropriate voice (e.g., formal, informal**)** for the audience and purpose.	*PO 4. Choose appropriate voice (e.g., formal, informal,* **academic discourse)** *for the audience and purpose.*	*PO 4. Choose appropriate voice (e.g., formal, informal,* **academic discourse)** *for the audience and purpose*.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 3: Voice
Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.
High School
PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.   *PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.*   *PO 3. Choose appropriate voice (e.g., formal, informal, **academic discourse)** for the application.*   PO 4. Use engaging and expressive language that shows a commitment to the topic.   PO 5. Use language appropriate to purpose, topic, and audience.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 4: Word Choice		
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Select labels, captions, or descriptors to enhance pictures. PO 2. Use words, labels, or short phrases that clearly go with picture text.	PO 1. Select words that convey a clear, general meaning. PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message. PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.	PO 1. Select words that convey the intended meaning and create a picture in the reader's mind. *PO 2. Use a variety of words, even if not spelled correctly, to convey the intended message.* *PO 3. Use expressive or descriptive phrases and short sentences, beyond one- or two-word labels.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 4: Word Choice		
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Use a variety of specific and accurate words that effectively convey the intended message.	*PO 1. Use a variety of specific and accurate words that effectively convey the intended message.*	*PO 1. Use a variety of specific and accurate words that effectively convey the intended message.*
PO 2. Use descriptive words and phrases that energize the writing.	*PO 2. Use descriptive words and phrases that energize the writing.*	*PO 2. Use descriptive words and phrases that energize the writing.*
PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.	*PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.*	*PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.*
PO 4. Use **literal** and **figurative language** in a variety of ways (e.g., imitating, creating new words, **rhyming**), although may be inconsistent or experimental.	*PO 4. Use **literal** and **figurative language** in a variety of ways (e.g., imitating, creating new words, **rhyming**), although may be inconsistent or experimental.* (See R04-S1C4-04, -05)	PO 4. Use **literal** and **figurative language** where appropriate to purpose. *(*See R05-S1C4-03, -04)

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 4: Word Choice Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.		
Grade 6	**Grade 7**	**Grade 8**
PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	*PO 1. Use accurate, specific, powerful words that effectively convey the intended message.*	*PO 1. Use accurate, specific, powerful words that effectively convey the intended message.*
PO 2. Use words and phrases that consistently support style and type of writing. (See R06-S2C1)	*PO 2. Use words that consistently support style and type of writing.* *(See R07-S2C1)*	*PO 2. Use words that consistently support style and type of writing.* (See R08-S2C1)
PO 3. Use vocabulary that is original, varied, and natural.	*PO 3. Use vocabulary that is original, varied, and natural.*	*PO 3. Use vocabulary that is original, varied, and natural.*
*PO 4. Use **literal** and **figurative language** when appropriate to purpose.* (See R06-S1C4-04)	*PO 4. Use **literal** and **figurative language** when appropriate to purpose.* (See R07-S1C4-04)	*PO 4. Use **literal** and **figurative language** when appropriate to purpose.* (See R08-S1C4-04)

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 4: Word Choice
Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.
High School
PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message. *PO 2. Use vocabulary that is original, varied, and natural.* PO 3. Use words that evoke clear images. PO 4. Use **literal** and **figurative language** intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02) PO 5. Use **clichés** only when appropriate to purpose.

Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 5: Sentence Fluency		
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.		
Kindergarten	**Grade 1**	**Grade 2**
PO 1. Attempt **simple sentences** (some may be fragments).	PO 1. Write **simple sentences**.	*PO 1. Write **simple sentences**.* PO 2. Write sentences that flow together and sound natural when read aloud. PO 3. Use a variety of sentence beginnings and lengths.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 5: Sentence Fluency		
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.		
Grade 3	**Grade 4**	**Grade 5**
PO 1. Write **simple and compound sentences**.	*PO 1. Write **simple and compound sentences**.*	*PO 1. Write **simple and compound sentences**.*
PO 2. *Write sentences that flow together and sound natural when read aloud.*	*PO 2. Write sentences that flow together and sound natural when read aloud.*	*PO 2. Write sentences that flow together and sound natural when read aloud.*
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	*PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.*	*PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.*
	PO 4. Use effective and natural **dialogue** when appropriate.	*PO 4. Use effective and natural **dialogue** when appropriate.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 5: Sentence Fluency Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.		
Grade 6	**Grade 7**	**Grade 8**
*PO 1. Write **simple and compound sentences.***	PO 1. Write **simple, compound, and complex sentences**.	*PO 1. Write **simple, compound, and complex sentences**.*
PO 2. Write sentences that flow together and sound natural when read aloud.	PO 2. Create sentences that flow together and sound natural when read aloud.	*PO 2. Create sentences that flow together and sound natural when read aloud.*
PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.	*PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.*
PO 4. Use effective and natural **dialogue** when appropriate.	PO 4. Use effective and natural **dialogue** when appropriate.	*PO 4. Use effective and natural **dialogue** when appropriate.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 5: Sentence Fluency
Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.
High School
PO 1. Use a variety of sentence structures (**simple, compound, complex, and compound-complex**) and lengths to reinforce relationships among ideas and to enhance the flow of the writing. PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing. PO 3. Demonstrate a flow that is natural and powerful when read aloud.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 6: Conventions		
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.		
Kindergarten	**Grade 1**	**Grade 2**

PO 1. Write the 26 letters of the alphabet in:
   a. lower case
   b. upper case
	PO 1. Incorporate conventions into own text, including:
	   a. spacing between words
	   b. spacing between lines
	   c. consistent left-right and up-down orientation
	   d. placement of title
		PO 1. Use capital letters for:
		   a. the pronoun I
		   b. the beginning of a sentence
		   c. **proper nouns** *(i.e., names, days, months)*

PO 2. Distinguish between upper and lower case letters.	PO 2. Use capital letters correctly for:
	   a. the pronoun I
	   b. the beginning of a sentence
	   c. names
		PO 2. Punctuate endings of sentences using:
		   a. periods
		   b. question marks
		   c. exclamation points

PO 3. Use capital letters to begin "important" words, although may be inconsistent or experimental.	PO 3. Punctuate endings of sentences using:
	   a. periods
	   b. question marks
	   c. exclamation points
		PO 3. Use commas to punctuate:
		   a. items in a series
		   b. greetings and closings of letters
		   c. dates

PO 4. Use spaces between words.	PO 4. Spell **high-frequency words** correctly.	PO 4. Use a colon to punctuate time.
PO 5. Write left to right and top to bottom.	PO 5. Use common spelling patterns (i.e., **onset** and **rimes**, **word families**, and simple **CVC words**) to spell words correctly.	PO 5. Use apostrophes to correctly punctuate contractions.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Kindergarten	Grade 1	Grade 2
PO 6. Use punctuation in writing, although may be inconsistent or experimental.	PO 6. Use basic phonetic spelling of unfamiliar words to create readable text.	PO 6. Spell **high frequency words** correctly.

PO 7. Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., *I lik t d nts.* – I like to draw knights.)	*PO 7. Use resources (e.g., **environmental print, word wall,** dictionaries) to spell correctly.*	PO 7. Use common spelling patterns/ generalizations, including:
		    a. **word families**
		    b. simple **CVC words**
		    c. **regular plurals**
		    d. simple prefixes
		    e. simple suffixes

PO 8. Use resources (e.g., **environmental print, word wall**) to spell correctly.	PO 8. Use subject /verb agreement in **simple sentences**.	PO 8. Use **phonetic spelling** and **syllabication** to create readable text.

PO 9. Write own name on personal work.	PO 9. Use the following parts of speech correctly in **simple sentences**:
	    a. nouns
	    b. action verbs
		*PO 9. Use resources (e.g., **environmental print, word walls,** dictionaries) to spell correctly.*

	PO 10. Write own name on personal work.	*PO 10. Use the following parts of speech correctly in **simple sentences**:*
		    a. nouns
		    b. action verbs
		    c. personal pronouns
		    d. adjectives

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Kindergarten	Grade 1	Grade 2
		PO 11. Use subject/verb agreement in **simple sentences**. *PO 12. Write own name on personal work.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 6: Conventions
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

Grade 3	Grade 4	Grade 5
PO 1. Use capital letters for: a. **proper nouns** (i.e., names, days, months) b. titles c. names of places d. abbreviations e. literary titles (i.e., book, story, poem)	PO 1. Use capital letters for: a. **proper nouns** (i.e., names, days, months) b. titles c. names of place d. abbreviations e. literary titles (i.e., book, story, poem)	PO 1. Use capital letters correctly for: a. **proper nouns:** • place names • holidays • languages • historical events • organizations b. literary titles (i.e., book, story, poem, play, song) c. titles d. abbreviations e. words used as names (e.g., Mother, Uncle Jim)
PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points	PO 2. Punctuate endings of sentences using: a. periods b. question marks c. exclamation points

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Grade 3	Grade 4	Grade 5

PO 3. Use commas to punctuate:
  a. items in a series
  b. greetings and closings of letters
  c. dates
	PO 3. Use commas to punctuate:
	  a. items in a series
	  b. greetings and closings of letters
	  c. dates
	  d. introductory words
		PO 3. Use commas to punctuate:
		  a. items in a series
		  b. greetings and closings of letters
		  c. dates
		  d. introductory words
		  e. **dialogue**
		  f. **direct address**

PO 4. Use quotation marks to punctuate **dialogue**, although may be inconsistent or experimental.	PO 4. Use quotation marks to punctuate:
	  a. **dialogue** (although may be inconsistent or experimental)
	  b. titles
		PO 4. Use quotation marks to punctuate:
		  a. simple **dialogue**
		  b. titles

PO 5. Use a colon to punctuate time.	PO 5. Use a colon to punctuate time.	PO 5. Use colons to punctuate:
		  a. time
		  b. business letter salutations

PO 6. Use apostrophes to punctuate:
  a. contractions
  b. singular possessive
	PO 6. Use apostrophes to punctuate:
	  a. contractions
	  b. singular possessive
		PO 6. Use apostrophes to punctuate:
		  a. contractions
		  b. singular possessive

PO 7. Spell **high-frequency words** correctly.	PO 7. Spell **high-frequency words** correctly.	PO 7. Spell **high-frequency words** correctly.

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Grade 3	Grade 4	Grade 5

PO 8. Use common spelling patterns/generalizations to spell words correctly, including:
   a. **word families**
   b. **regular plurals**
   c. **r-controlled**
   d. **diphthong**
   e. **consonant digraphs**
   f. **CVC words**
   g. **CCVC words**
   h. **CVCC words**
   i. **affixes**
	PO 8. Use common spelling patterns/generalizations to spell words correctly, including:
	   a. ***r-controlled***
	   b. ***diphthong***
	   c. **vowel digraphs**
	   d. ***CVC words***
	   e. ***CCVC words***
	   f. ***CVCC words***
	   g. **silent e**
	   h. **irregular plurals**
	   i. ***affixes***
		PO 8. Use common spelling patterns/generalizations to spell words correctly, including:
		   a. ***irregular plurals***
		   b. ***silent e***
		   c. **i before e**
		   d. **words ending in –y**
		   e. **doubling final consonant**

PO 9. Spell simple **homonyms** correctly in context.	*PO 9. Spell simple **homonyms** correctly in context.*	PO 9. Spell **homonyms** correctly in context.
*PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.*	*PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.*	*PO 10. Use resources (e.g., dictionaries, **word walls**) to spell correctly.*

*PO 11. Use the following parts of speech correctly in **simple sentences**:*
   a. *nouns*
   b. *action verbs*
   c. *personal pronouns*
   d. *adjectives*
	PO 11. Use paragraph breaks to indicate an organizational structure.	*PO 11. Use paragraph breaks to indicate an organizational structure.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Grade 3	Grade 4	Grade 5

*PO 12. Use subject/verb agreement in **simple sentences***.	*PO 12. Use the following parts of speech correctly in **simple sentences**:*
	    a. *nouns*
	    b. *action verbs*
	    c. *personal pronouns*
	    d. *adjectives*
	    e. conjunctions
	
	PO 13. Use subject/verb agreement in **simple** and **compound sentences.**
		*PO 12. Use the following parts of speech correctly in **simple sentences**:*
		    a. *nouns*
		    b. *action verbs*
		    c. *personal pronouns*
		    d. *conjunctions*
		    e. adverbs
		
		*PO 13. Use subject/verb agreement in **simple** and **compound sentences.***

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Concept 6: Conventions		
Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.		
Grade 6	**Grade 7**	**Grade 8**
PO 1. Use capital letters correctly for: a. **proper nouns** • *holidays* • *product names* • *languages* • *historical events* • *organizations* • academic courses (e.g., algebra/Algebra I) • *place* • regional names (e.g., West Coast) b. *words used as names (e.g., Grandpa, Aunt Lyn)* c. *literary titles (i.e., story, poem, play, song)* d. *titles* e. *abbreviations* f. **proper adjectives**	*PO 1. Use capital letters correctly for:* a. **proper nouns** • *holidays* • *product names* • *languages* • *historical events* • *organizations* • *academic courses (e.g., algebra/Algebra I)* • *place* • *regional names (e.g., West Coast)* b. *words used as names (e.g., Grandpa, Aunt Lyn)* c. *literary titles (i.e., book, story, poem, play, song)* d. *titles* e. *abbreviations* f. **proper adjectives**	*PO 1. Use capital letters correctly for:* a. **proper nouns** • *holidays* • *product names* • *languages* • *historical events* • *organizations* • *academic courses (e.g., algebra/Algebra I)* • *place* • *regional names (e.g., West Coast)* b. *words used as names (e.g., Grandpa, Aunt Lyn)* c. *literary titles (i.e., book, story, poem, play, song)* d. *titles* e. *abbreviations* f. **proper adjectives**

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Grade 6	Grade 7	Grade 8

PO 2. Use commas to correctly punctuate:
  a. *items in a series*
  b. *greetings and closings of letters*
  c. *introductory words*
  d. **direct address**
  e. **interrupters**
  f. **compound sentences**
	PO 2. Use commas to correctly punctuate:
	  a. *items in a series*
	  b. *greetings and closings of letters*
	  c. *introductory words and clauses*
	  d. **direct address**
	  e. *interrupters*
	  f. ***compound sentences***
	  g. **appositives**
		PO 2. Use commas to correctly punctuate:
		  a. *items in a series*
		  b. *greetings and closings of letters*
		  c. *introductory words and clauses*
		  d. *direct address*
		  e. ***interrupters***
		  f. ***compound sentences***
		  g. ***appositives***
		  h. **dialogue**

PO 3. Use quotation marks to punctuate:
  a. ***dialogue***
  b. *titles of short works (e.g., chapter, story, article, song, poem)*
  c. exact words from sources
	PO 3. Use quotation marks to punctuate:
	  a. ***dialogue***
	  b. *titles of short works (e.g., chapter, story, article, song, poem)*
	  c. *exact words from sources*
		PO 3. Use quotation marks to punctuate:
		  a. ***dialogue***
		  b. *titles of short works (e.g., chapter, story, article, song, poem)*
		  c. *exact words from sources*

PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).	*PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).*	*PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).*
PO 5. Use colons to punctuate business letter salutations.	*PO 5. Use colons to punctuate business letter salutations.*	*PO 5. Use colons to punctuate business letter salutations.*

PO 6. Use apostrophes to punctuate:
  a. *contractions*
  b. *singular possessives*
	PO 6. Use apostrophes to punctuate:
	  a. *contractions*
	  b. *singular possessives*
	  c. plural possessives
		PO 6. Use apostrophes to punctuate:
		  a. *contractions*
		  b. *singular possessives*
		  c. *plural possessives*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

Grade 6	Grade 7	Grade 8
*PO 7. Spell **high-frequency words** correctly.*	*PO 7. Spell **high-frequency words** correctly.*	*PO 7. Spell **high-frequency words** correctly.*
PO 8. Use common spelling patterns/ generalizations to spell words correctly.	*PO 8. Use common spelling patterns/ generalizations to spell words correctly.*	*PO 8. Use common spelling patterns/ generalizations to spell words correctly.*
*PO 9. Use **homonyms** correctly in context.*	*PO 9. Use **homonyms** correctly in context.*	*PO 9. Use **homonyms** correctly in context.*
PO 10. Use resources to spell correctly.	*PO 10. Use resources to spell correctly.*	*PO 10. Use resources to spell correctly.*
PO 11. Use paragraph breaks to indicate an organizational structure.	*PO 11. Use paragraph breaks to indicate an organizational structure.*	*PO 11. Use paragraph breaks to indicate an organizational structure.*

*PO. 12. Use the following parts of speech correctly in **simple sentences**:*
   a. nouns
   b. action/linking verbs
   c. personal pronouns
   d. adjectives
   e. adverbs
   f. conjunctions
   g. prepositions
   h. interjections
	*PO. 12. Use the following parts of speech correctly in **simple sentences**:*
	   a. nouns
	   b. action/linking verbs
	   c. personal pronouns
	   d. adjectives
	   e. adverbs
	   f. conjunctions
	   g. prepositions
	   h. interjections
		*PO. 12. Use the following parts of speech correctly in **simple sentences**:*
		   a. nouns
		   b. action/linking verbs
		   c. personal pronouns
		   d. adjectives
		   e. adverbs
		   f. conjunctions
		   g. prepositions
		   h. interjections

*PO 13. Use subject/verb agreement in **simple** and **compound sentences**.*	PO 13. Use subject/verb agreement in **simple**, **compound**, and **complex** sentences.	*PO 13. Use subject/verb agreement in **simple**, **compound**, and **complex** sentences.*

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

| **Concept 6: Conventions** |
| Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. |
| **High School** |

PO 1. Use capitals correctly for:

a. ***proper nouns:***
- *holidays*
- *place/regional names*
- *languages*
- *historical events*
- *organizations*
- *academic courses (e.g., algebra/Algebra I)*
- *product names*

b. *words used as names (e.g., Grandpa, Aunt Lyn)*
c. *literary titles (i.e., book, story, poem, play, song)*
d. *titles*
e. *abbreviations*
f. ***proper adjectives*** *(e.g., German shepherd, Chinese restaurant)*

PO 2. Use commas to correctly punctuate:

a. *items in a series*
b. *greetings and closings of letters*
c. *introductory words, phrases and clauses*
d. ***direct address***

e. ***interruptors***
f. ***compound sentences***
g. ***appositives***
h. ***dialogue***

PO 3. Use quotation marks to punctuate:

a. ***dialogue***
b. *titles*
c. *exact words from sources*

PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).

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Writing Standard Articulated by Grade Level

Strand 2: Writing Elements

High School

PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.
 	
PO 6. Use semicolons to punctuate **compound** and **compound-complex sentences** when appropriate.
 	
PO 7. Use apostrophes to punctuate:
    a. contractions
    b. singular possessives
    c. plural possessives
 	
PO 8. Use hyphens, dashes, parentheses, ellipses and brackets correctly.
 	
PO 9. Spell words correctly.
 	
PO 10. Use paragraph breaks to reinforce the organizational structure, including **dialogue**.
 	
PO 11. Demonstrate control of grammar and usage in writing:
    a. parts of speech
    b. verb forms and tenses
    c. subject/verb agreement
    d. pronoun/antecedent agreement
    e. parallel structure
    f. comparative and superlative degrees of adjectives
    g. modifier placement
    h. **homonyms**
 	
PO 12. Use appropriate format, according to type of writing, to cite sources (i.e., Chicago, APA, MLA, UPI, any other recognized **style manual**).

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